

UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 3850C – INDIGENOUS HEALING AND RESTORATION
Course Syllabus – Spring, 2018

INSTRUCTOR: Janice Victor, Ph.D.
OFFICE: Markin Hall M3065
TELEPHONE: 403-317-2861
EMAIL: janice.victor@uleth.ca
OFFICE HOURS: By appointment
COURSE LOCATION: AH 116
TIME: Tues/Thurs, 1:40 – 2:55 p.m.

COURSE DESCRIPTION:

Drawing from Canadian and international Indigenous perspectives, this course examines the meanings and mechanisms of healing and restoration along with the different ways that healing activities function at the physical, emotional, mental, social, and spiritual levels. Course readings will incorporate perspectives from Indigenous knowledge holders and from several disciplines including medical anthropology, psychiatry, psychology, Native American studies, and sociology. Topics may include: forms and modalities of healing, the impact of colonialism on traditional healing practices, decolonizing therapies, cultural and arts-based therapies, community healing and restoration, healing in the forensic context, and restorative justice.

Prerequisite(s): NAS 1000 Introduction to Native American Studies or HLSC 2300 Introduction to Aboriginal Health or third-year standing

LEARNING OBJECTIVES:

- To define and describe wholistic healing and restoration using Two-Eyed Seeing
- To identify the mechanisms that facilitate transformations in wholistic wellness
- To discuss the impact of colonialism on Indigenous wellness and healing practices
- To recognize Western bias and develop cultural competence for fostering culturally safe environments
- To demonstrate appreciation for medical pluralism and Indigenous knowledges
- To improve scholarly skills in research, critical analysis, oral, and written communication

COURSE MATERIALS:

Required texts:

Linklater, R. (2014). *Decolonizing trauma work: Indigenous stories and strategies*. Winnipeg: Fernwood.

Additional readings for the course will be provided on Moodle as pdf files or links.

Recommended text:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th Ed.).

EVALUATION:

Reflection Paper	15%
Presentation	20%
Story & Narrative Assignment	15%
Term Paper	25%
Final Exam	25%

TENTATIVE COURSE SCHEDULE:

Week	Day	Topic	Assignments / Reading
Theories of Illness, Healing, & Restoration			
1	Jan. 9	Course Introduction & Orienting Concepts	Arundale, W. (2003). Introduction.
	Jan. 11	Cultural Models of Medicine & Practice	Baer, H. A. (2012). Medical pluralism. Gaines & Davis-Floyed (2012). Biomedicine.
2	Jan. 16	Traditional Knowledge	Robbins & Dewar (2011). Traditional Indigenous approaches to healing.
	Jan. 18	Systems of Healing	Kirmayer (2004). Cultural diversity of healing
3	Jan. 23	Systems of Healing	Linklater, R. (2014). Prologue Profeit-LeBlanc, L. (2003). The transformative power of story
	Jan. 25	Colonialism & its Legacy	Linklater, R. (2014). Chapter 1: Colonialism, Indigenous trauma, and healing Video: Round Up Reflection Paper due Friday, Jan. 26
Healing in Canada			
4	Jan. 30	Aboriginal Perspectives	Linklater, R. (2014). Chapter 2: Joining the circle Video: 360 degrees
	Feb. 1	Blackfoot Healing Guest Elder: TBA	Young et al. (2015). A Cree healer and his medicine bundle
5	Feb. 6	Aboriginal Perspectives	Boyer, Y. (2014). Chapter 2: Aboriginal society and good health Confirm Presentation Topics
	Feb. 8	Aboriginal Perspectives	Linklater, R. (2014). Chapter 3: Indigenous perspectives on wellness and wholistic healing
Student Presentations			
6	Feb. 13	Student Presentations	
	Feb. 15	Student Presentations	
Feb. 19-23 – Reading Week – No Classes ☺			
Healing in Canada (continued)			
7	Feb. 27	Deconstructing Mental Illness	Linklater, R. (2014). Chapter 4: Psychiatry and Indigenous peoples
	Mar. 1	Aboriginal Strategies for Helping & Healing	Linklater, R. (2014). Chapter 5: Indigenous strategies for helping and healing
8	Mar. 6	Aboriginal Strategies for Helping & Healing	Linklater, R. (2014). Chapter 6: A decolonizing journey
	Mar. 8	Mind-body-spirit connections	Video: The gift of diabetes Story & Narrative Assignment due Mar. 9
9	Mar. 13	Blackfoot: Ceremonies Guest speaker: TBA	Reading TBA
	Mar. 15	Restorative Justice; Healing after violence	Ross, R. (1996). Chapter 1: The movement toward teaching and healing. Video: Hollow Water

Week	Day	Topic	Assignments / Reading
International Indigenous Perspectives			
10	Mar. 20	<i>South Africa</i>	Mpofu et al. (2011). Indigenous healing practices in sub-Saharan Africa
	Mar. 22	<i>South Pacific, New Zealand: Maori</i>	Mark & Lyons (2001). Maori healers' views on wellbeing
11	Mar. 27	<i>Circumpolar North: Inupiat & Yupiit</i> Mind-body-spirit connections	Lincoln (2010) Bodily techniques of health
	Mar. 29	<i>Circumpolar North: Siberian peoples</i> Mind-body- spirit connections	Walker (2003). Music as knowledge in shamanism
12	Apr. 3	<i>South America: Maya</i>	Hatala & Waldram (2016). Sensorial processes in Q'eqchi Maya healing Video: Healthy people, beautiful life: Maya healers of Belize
	Apr. 5	Course Conclusion, Final Exam preparation	
		FINAL EXAM DATE TBA	Final Paper due: Friday, April 6

ASSIGNMENT & EXAM REQUIREMENTS:

Reflection Paper (15%)

Due: Friday, January 26

The purpose of this assignment is to encourage students to reflect on how Western and Indigenous knowledge systems inform understandings and experiences of healing. For this assignment, focus on how the course content has challenged your understanding of Western science and biomedicine, particularly with respect to the assumptions and biases you have held or currently hold. To assist you, you may also consider: a) how the knowledge systems presented influence approaches to healing and wellness, and/or b) the domination of Indigenous knowledges and paths to wellness by Western science and biomedicine. Reflection papers should be five to six pages long and incorporate at least three sources from course content. Use APA format (6th edition).

Evaluation criteria:

Your paper will be evaluated primarily for the depth of reflection and critical engagement with material. The grading rubric for this assignment will be posted in Moodle.

Presentation (20%)

Due: February 13 or 15

The purpose of this assignment is to give students an opportunity to explore a specific topic or approach to Indigenous healing and/or restoration, and to improve their oral communication skills. While, individually or with a partner, you are to use scholarly sources to research a particular topic (e.g., a form of traditional or contemporary Indigenous healing, a specific program, or a particular issue related to healing and restoration). You will need to prepare a 15 to 20-minute presentation and handout to teach that topic to the rest of the class.

Requirements:

1. Presentation – To ensure that there are no duplicate topics, you must confirm your presentation topic with the instructor by February 6 or sooner. For your presentation, you should describe the context of the issue or healing practice (i.e. social, political, physical, and/or historical environment as each is relevant). Other considerations can include: Under what circumstances this practice is used or called upon? Under what circumstances is your issue relevant or important? What is its relationship to colonization (i.e. if it was misrepresented by colonial observers, how has colonialism affected the form and purpose of this healing)? Your presentation may take a more formal style (i.e. PowerPoint lecture) or you may be as creative as you like (e.g., learning activities). CAUTION: It is not appropriate to replicate any Indigenous healing activity,

traditional practice, or knowledge unless you have training and/or direct lived experience as a member of that cultural group.

Sources – you must use scholarly sources (or traditionally acquired Indigenous knowledge if applicable) for this assignment. This could include research articles, book chapters, independent research reports, or scholarly websites/web sources dedicated to Indigenous research. Some sources are richer than others so an acceptable blend for sources could include:

- a. A single research article or quality book chapter
- b. A moderate quality book chapter with two or three scholarly web sources
- c. Independent research report with two or three scholarly web sources
- d. A combination of these with traditionally acquired Indigenous knowledge

Evaluate the quality of your source! If in doubt, just ask your instructor.

2. Handout – Your handout must be two pages long, be properly cited and referenced, and include all of your references in APA format on the bottom of the second page. It should act as a summary and resource for anyone who has not read your article or other source material. Again, you may be as creative as you like as long as it provides all the necessary information (e.g., description, context, impact, key findings, etc.).

Evaluation criteria:

Your presentation will be evaluated according to the efficacy and depth of your presentation, and the quality of your handout. The grading rubric for this assignment will be posted in Moodle.

Story & Narrative Assignment (15%)

Due: Friday, March 9

Narrative and storytelling play a vital role in many forms of healing. The purpose of this assignment is to give students the opportunity to explore and/or express some aspect of storytelling or narrative. You may choose from multiple types of activities to complete this assignment: reflection paper, literature review or term paper, digital storytelling, or any other idea that interests you. The objective of this assignment is to demonstrate or express the power of stories heal to heal individuals, families, or communities.

A list of assignment expectations and evaluation rubrics will be posted in Moodle.

Term Paper (25%)

Due: Friday, April 6

This paper allows students to explore an aspect of Indigenous healing or restoration of interest. Each paper should have a central argument or position that you are supporting and critically engage with scholarly literature on the topic. Your paper should not be just a summary of your specified topic and you should relate it to some of the central themes of this course.

Requirements:

1. Topic – Choose a topic that is not too broad and develop a specific question to explore. The goal of your paper is to respond to this question and develop a conclusion (a thesis that you will argue for) from those findings. You are welcome to discuss your topic with your instructor who can provide valuable guidance for developing your paper.
2. Sources – Use **at least eight sources** for your paper. At least 75% of your sources should be scholarly literature (i.e. empirical peer-reviewed research articles, literature reviews, or chapters). No more than three of these should be required class readings. No more than 25% of the eight sources should be scholarly grey literature (i.e. government reports, statistical profiles). Any non-published sources (e.g., interviews heard on the radio) will not count as being one of the required eight sources.
3. Length & Style – **10 double-spaced pages** or approximately 3000 words. The references and title page are not included in this page count. Your essay should be written formally, with a concise thesis statement in the introduction, topic sentences in the paragraphs that constitute the body of your paper, and a strong conclusion that ties together the major points you have discussed.

4. Submission – Submit your paper to the Turnitin.com website link provided by the instructor by the deadline. This website allows you to assess and correct any citation and referencing errors that would constitute plagiarism before you submit your paper.

Evaluation criteria:

A grading rubric will be posted in Moodle. Evaluation will focus primarily on the following:

1. Demonstrated understanding of the topic
2. Incorporation of sources to inform, frame, and support your arguments (min. of 8 sources)
3. Persuasiveness of your argument – Do you speak in generalities? Or, do you link your generalizations to specific cases? Is your argument clear?
4. Strength of conclusion (and recommendations) to bring together the arguments made in the main text of the paper
5. Organization – Coherence and cohesion/flow
6. Clarity and focus of your thesis statement, introduction, main points, discussion, and recommendations/conclusions
7. Writing style – Poor grammar, spelling mistakes, stylistic errors, difficult transitions and redundant phrasings all limit your ability to make a persuasive argument
8. Correct referencing of all sources in APA 6th Edition format

Final Exam (25%)

Date TBA

The final exam will be scheduled by the Registrar's Office during the final exam period, April 17-25, 2018. Details will be provided later in the term.

ASSIGNMENT STYLE & FORMATTING:

Except when gender specificity is necessitated by the topic or context, gender inclusive language must be used. All assignments require you to use 12-point Times New Roman font with 2.5 cm (1 inch) margins. Lines are to be double-spaced and make sure that your program is NOT defaulted to add a space between paragraphs. APA 6th edition formatting is required for all assignments unless the student requests another format. This includes title pages, page numbers, in-text citations, and reference pages. See library resources: <http://libguides.uleth.ca/citingsources>

EVALUATION POLICIES:

- Late assignments will be deducted 5% of the total mark per day late (including weekends) unless an extension has been granted.
- Extensions may be granted under certain circumstances and must be discussed with the instructor **in person or by telephone** prior to the due date for the assignment.
- Academic dishonesty (e.g., cheating, plagiarism, etc.) is a very serious offence and will be dealt with according to the University's respective policies. All students should familiarize themselves with the Academic Regulations and Policies of the University of Lethbridge (see current University Calendar for Undergraduate programs at <https://www.uleth.ca/ross/academic-calendar/2015-16>)

Additional Comments:

- Subject to change. I will strive to adhere to the course syllabus to the best of my efforts but unanticipated events might require me to make changes.

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

SENSITIVE MATERIALS:

There may be material presented in the class that could make students uncomfortable or even trigger distressing or traumatic memories and feelings. The instructor will alert students when topics will cover obvious sources of sensitive materials (i.e. violence, sexual abuse), but there may be instances when unanticipated discomfort may be caused by course topics. If you have any concerns or negative experiences arising from course material, you may discuss them in privacy with the instructor. You are also encouraged to take advantage of additional supports such as:

- Marilyn Lamb, Learning Facilitator, Health Sciences
 - Office: M3078; 403-332-4579; Marilyn.lamb@uleth.ca
- Blackfoot Elders: Francis First Charger & Carolla Calf Robe
 - Elders Room: A-430 in University Hall, 403-329-2369, fng@uleth.ca
 - Schedules for each semester are posted outside M3078 & on Eaglesnest
- U of L Counseling Services, Office: TH218, 403-317-2845, <http://www.uleth.ca/counselling/>

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment: <https://www.uleth.ca/ross/accommodated-learning-centre/>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),

- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.